

History

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Curriculum Intent: To provide students with critical skills of analysis and evaluation, not simply to study the past, but also to deal with the world around them. To provide students with a sense of how the past has shaped the world they are growing up in, locally, nationally, and globally.

	Core Knowledge	Procedural Knowledge
Autumn	<p>Topic:</p> <p>Empires over time: An ancient empire: The Roman Empire</p>	<p>Students will:</p> <p>Make inferences from contemporary sources. Explain why events happened and the impact of an event (causation and consequence). Using historical evidence to support an argument. Make comparisons and connections (similarity and difference). Recognise historical interpretation and the methods used by historians to give a certain impression about the past.</p>
Spring	<p>Topic:</p> <p>A medieval empire: The Islamic Empire</p>	<p>Students will:</p> <p>Make inferences from contemporary sources. Explain why events happened and the impact of an event (causation and consequence). Using historical evidence to support an argument. Make comparisons and connections (similarity and difference). Recognise historical interpretation and the methods used by historians to give a certain impression about the past.</p>
Summer	<p>Topic:</p> <p>A modern empire: The British Empire</p>	<p>Students will:</p> <p>Make inferences from contemporary sources. Explain why events happened and the impact of an event (causation and consequence). Using historical evidence to support an argument. Make comparisons and connections (similarity and difference). Recognise historical interpretation and the methods used by historians to give a certain impression about the past.</p>

Homework:

Homework is set on Satchel:One for every six taught hours.

In the first term students can expect a Roman Empire Menu homework and an Online Quiz
In the Spring term students will be asked to complete Assessment preparation and revise glossary terms for an in-class test
In the Summer term students will be set further Assessment preparation and British Empire advertisements

Assessment:

On-going in class assessment will take place throughout the year to ensure good progress. There are two formal assessments:

Spring Term - Assessment 1: On the Roman Empire. This will assess chronological understanding; knowledge retention; making inferences from sources; and explanation/ causation.

Summer Term - Assessment 2: On the Islamic and British Empires. This will assess chronological understanding; explanation/ consequence; use of historical evidence; comparison (difference); making inferences from sources; and identifying methods used by historians.

Links to Personal Development:

British Values: Democracy, individual liberty, rule of law, mutual respect and tolerance

Promoting inclusivity and diversity of all protected characteristics

Prepare learners for future success in education, employment and training

Moral development: Recognise the difference between right and wrong

Cultural development: Understanding the wide range of cultural influences that shape individuals

How is my knowledge further developed in Year 8?

Students will be able to make links not only across their Y7 units but also with future KS3 units such as transatlantic slavery and the industrial revolution.

The same focus on scholarship and disciplinary knowledge as in Y7 underpins the Y8 curriculum, with many lessons featuring readings from historians and many lessons making use of original documents and archive sources. As before, there are numerous opportunities for students to develop their skills in extended writing, based on evidence.